CARPE | college access network

at the High Tech High Graduate School of Education

CARPE 2021-2022 Team Support, Roles, & Expectations

The shared aim of the Southern California CARPE College Access Network is to increase the number of students who are Black, Latinx, Indigenous, or from low-income backgrounds who apply, enroll, and ultimately go to colleges they are most likely to graduate from:

1. **Financial Access** in terms of FAFSA completion and CalGrant awardance, which provides up to $50,000 tuition relief to low- and moderate-income California students meeting certain academic requirements (Castleman, 2016; McKinney & Novak, 2013; Bettinger et al. 2016),
2. **Supporting students and families with the college application process**, including helping them identify "safety," "match," and "reach" schools (Avery, Howell & Page, 2014),
3. **Fostering a sense of belonging** so students see themselves as people who belong and can succeed in college (Conley et. al., 2010; Farrington et. al., 2012, Logel et al., n.d.)
4. **Reducing summer melt**, where students fail to enroll once admitted (Castleman & Page, 2014).

HUB Support

The Center for Research on Equity & Innovation (CREI) at the HTH Graduate School of Education will serve as the hub for the CARPE College Access Network for the last two years of the grant. We will be providing the following supports to help teams **understand their systems** and **explore root causes** supporting and hindering college access, **engage in iterative learning cycles** (PDSAs) to test/refine high-leverage change ideas, **share promising practices,** and **make meaningful and measurable improvement** across our network:

- **Provide training/coaching, tools and concrete resources** for engaging in continuous improvement to support college access
- **Synthesize current research and evidence-based practices** related to college access
- **Bring participants together through in-person and virtual convenings each year in San Diego and online** to support iterative learning cycles, learn from experts, and share learning/progress across the network
- **Provide practical tools/support for collecting and tracking data** to monitor progress related to the above drivers
- **Facilitate frequent online communication and resource sharing** across network teams
- **Curate key findings and practices** that support college access for CARPE members and external audiences

School/District Team Expectations:

Each school team should be 4-8 people, depending on the size of the school, and *composed of an administrator representative, 1-2 counselors, a data specialist, 1-2 senior teachers/advisors who help support the college application process, 1-2 senior students (the students should be seniors in 2021-22)*

who inform and stress test the change ideas, and a district leadership representative. ***Team participation should be consistent to ensure continuity of the work.***

All members of the team should attend the virtual and in-person convenings each year in San Diego:
- **Dates to be determined but plan on three (3) two-day events in San Diego. Accommodations and travel expenses will be covered by CARPE.**

During the action periods between these events, teams will:
- **Participate in required and optional virtual convenings** to share progress/resources and learn from experts (September 9-10, November 4-5, January 14, March 18, May 19-20). As our network grows, participants will help design and facilitate these.
- **Meet on a regular basis (weekly or biweekly) to engage in a series of iterative learning cycles** to understand their system, identify and explore root causes, and test/adapt "high-leverage" interventions that support college access.
- **Collect and share college access data** (specified in the MOU) with CREI in a timely manner at several required points throughout the year to assess progress and guide improvement efforts.
- **Offer the CARPE College Pathways Modules** to all juniors and seniors during synchronous class time to ensure students obtain personalized information about the college process.
- **Distribute and support the completion of annual surveys** to assess student, faculty and parent perceptions of school climate and support for college access.

Team Roles
Below are descriptions of suggested team roles. Each team will need to designate two **Lightning Rods (ideally one of them being an Assistant Principal)** and a **Data Specialist**. In addition, we would like to build team members' capacity to serve as *improvement coaches,* who are able to support the improvement work of the team and facilitate coaching conversations grounded in evidence/data. This person may be the Lightning Rod or any other member who wants to build their leadership capacity in this way.

School and Team Members
Applying School: *"School Name Here"*_____
Please complete the below table with who will be on your team and email the completed form to Betty at bhua@hightechhigh.org _____

Team Role	Expectations	Team Member Name(s), School Titles, and Email(s)
Lightning Rods	Each team should identify two school-based **Lightning Rods (ideally one of them being an Assistant Principal)** who will coordinate the work of the team during action periods and serve as a liaison to CREI. Specifically, the Lightning Rod:	Name: Title: Email: Name: Title:

		Email:
	- Schedules, plans and facilitates weekly/biweekly team meetings to build a collaborative team culture, plan and implement PDSA cycles, and collect/analyze relevant data. - Supports the team in consolidating and sharing learning with the network. - Participates in biweekly coaching calls with CREI faculty to share successes, challenges, and needs. - Participates in *optional* additional trainings to develop as an improvement coach and build their leadership capacity. **The Lightning Rod should be a school-based individual with strong interpersonal skills as well as strong organizational/project management skills, have some flexible time, and the ability to remove obstacles or make school-wide decisions. This role may become more shared as the team evolves.**	
Data Lead (this may be a school or district representative)	Each team should designate a **"data lead"** who: - Ensures that relevant data is collected and shared with the school team and CREI at key points in the year; this includes the completion of annual surveys to assess student, faculty and parent perceptions of school climate and support. - Provides data visualizations to the team that can guide next steps. - Helps design/improve systems for tracking relevant data over time. - Attends relevant team meetings at school sites. **The Data Lead should have a disposition/skills toward using data for improvement (vs. accountability) and visualizing data in simple, meaningful ways so that team members can design and drive next steps.**	Name: Title: Email:
Counselors, Senior Teachers & Senior Students (who should be seniors in 2021-22)	- Actively involved in planning and implementing learning cycles (PDSAs) in their school/classroom. - Captures, shares and consolidates learning, data and insights from learning cycles. - Participates in weekly/biweekly team meetings.	**COUNSELORS/TEACHERS** Name: Title: Email: Name: Title:

		Email:
		STUDENT REPRESENTATIVES Name: Grade:: Email: Name: Grade: Email:
School Site Administrator Representative	• Regularly checks in with team members to identify successes, challenges, and opportunities, and works to remove obstacles to the work. • Supports team members in planning and implementing improvement cycles, while ensuring alignment to school/organizational priorities. • Asks for details and evidence (i.e. "What have you tried? How did it go? How do you know this is leading to improvement? Can I see your data?") • Creates space within faculty meeting times to push the work forward and keeps an eye on spread: Who else might be included? What change ideas are worth spreading? • Participates in weekly/biweekly team meetings.	Name: Title: Email:
District Leader Representative	• Regularly checks in with school leaders & team members to celebrate accomplishments and identify/remove barriers. • Connects the school team's work to broader organizational/district priorities and spotlights progress. • Asks for details and evidence (i.e., "What is working? How do you know this is leading to improvement? Can I see your data?") • Identifies opportunities for scaling: Where might the project move next? With whom? Who else in the district/organization might be included? Who is already doing work the team could learn from, or is primed to join? • Participates in relevant team meetings.	Name: Title: Email: